

Performance Outcome 1. 1.

Supervise prisoners in court and maintain security of prisoners.

Training Objective Related to 1. 1.

- A. Given a written and practical exercise, identify and demonstrate the steps for supervising prisoners in court.
- B. Given a written and practical exercise, identify the requirements for maintaining security of prisoners.
- C. Given a written exercise, identify the steps to take persons into custody for outstanding criminal charges.

Criteria: The trainee shall be tested on the following:

- 1.1.1. Officer safety considerations when supervising prisoners in court.
- 1.1.2. The requirements for maintaining security of prisoners that are not restrained.
- 1.1.3. Steps for taking persons into custody for outstanding criminal charges.

Lesson Plan Guide: The lesson plan shall include the following:

- A. Officer safety considerations when supervising prisoners in court.
 - 1. Communicate expectations of behavior to the prisoner in a clear and direct manner.
 - (a). No sudden movements
 - (b). No talking
 - (c) Face forward
 - (d) Prisoner to be in front of deputy at all times
 - (e) Prisoner never to be allowed to lag behind
 - (f) Allow for slow movement of prisoners in leg restraints
 - 2. Deputy must not allow span of control to be broken
- B. Maintain security of prisoners that are not restrained.
 - 1. Prisoner never permitted to have verbal or physical contact with anyone other than his attorney or court personnel.
 - 2. Anticipate prisoner actions.
 - 3. Sit behind prisoner in such a manner as to prevent escape or threat to judge or other court personnel.
 - 4. Accompany prisoner to bench and/or witness box.
 - 5. Remain alert.
 - 6. Be prepared to subdue prisoner immediately prior to sentencing.
- C. Take persons into custody for outstanding criminal charges.
 - 1. Explain and execute warrant on person to be taken into custody.
 - 2. Place subject in restraints.
 - 3. Move subject immediately from courtroom to secure area.
 - 4. Perform search per department policy.
 - 5. Place prisoner in holding cell or other designated secure area per department policy.
 - 6. Notify appropriate staff to have subject transported to jail.

Instructor Note: Advise trainees that a recommendation may be made by the sheriff's office regarding special security needs, i.e. restraints, extra staff, etc.

Performance Outcome 1. 2.

Search courtrooms and court related areas for hidden weapons and contraband.

Training Objective Related to 1. 2.

- A. Given a written and/or practical exercise, identify and demonstrate the procedure for searching a courtroom and court related areas for hidden weapons and contraband.

Criteria: The trainee shall be tested on the following:

- 1.2.1. Times to conduct searches
- 1.2.2. Areas and articles to be searched
- 1.2.3. Areas in a courtroom where weapons or contraband might be hidden
- 1.2.4. Key considerations for performing a courtroom search
- 1.2.5. Chain of custody requirements.

Lesson Plan Guide: The lesson plan shall include the following:

- A. Times to conduct searches
 - 1. Prior to each session
 - 2. After each recess
 - 3. At adjournment at the end of the day
 - 4. Any time when alerted that there is a possibility of a weapon in the courtroom
 - 5. After a search, the courtroom must remain securely locked or kept under direct surveillance by the court security deputy.
- B. Areas and articles to be searched
 - 1. Exterior
 - a. Parking lot
 - b. Landscaping
 - c. Trash receptacles
 - d. Exterior of building by walking around it.
 - 2. Interior – Public areas
 - a. Trash receptacles
 - b. Chairs (including behind and bottom)
 - c. Public restrooms
 - (1). Towel dispensers
 - (2). Under sinks
 - (3). Trash receptacles
 - d. Dropped ceilings
 - e. Others as instructor may identify
 - 3. Interior -- Courtroom
 - a. Gallery area including benches and chairs (behind and bottom)
 - b. Attorney table (top and underneath)
 - c. Court reporter area
 - d. Clerks desk
 - e. Judge's bench
 - f. Prisoner corridors
 - g. Jury deliberation rooms
 - h. Dropped ceilings
 - i. Others as instructor may identify
 - 4. Holding cells or holding areas.
 - a. 360 degree search
 - b. Bend over/kneel to search under stationary objects (bed, behind toilets, etc.)
 - c. Grid search of areas (dividing areas into grids to search every inch)

- d. Use of mechanical devices available in your agency to assist with searches
 - e. Demonstrate ability to extend arm to reach and search tight spaces.
 - f. Hold a flashlight in various positions while performing a cell/area/building search.
 - g. Identify other resources available to your agency to perform searches, i.e., bomb or drug sniffing dogs, robots, etc.
5. Key considerations for performing a courtroom search
- a. Be systematic
 - b. Be thorough
 - c. Use common sense and instinct
 - d. If contraband is located, do not remove until crime scene processing is complete per department policy
 - e. Store evidence per department policy
 - f. Use safety precautions, do not touch anything suspicious
 - g. If a suspicious object is found:
 - (1) Secure immediate area
 - (2) Secure the court
 - (3) Notify supervisor
 - j. Document date and time search was performed
6. Techniques for courtroom and area searches
- a. 360 degree search
 - b. Bend over/kneel to search under stationary objects (benches, fountains, vehicles, etc.)
 - c. Grid search of areas (dividing areas into grids to search every inch)
 - d. Demonstrate ability to extend arm to reach and search tight spaces.
 - e. Hold a flashlight in various positions while performing a courtroom search.
 - f. Use mechanical devices available in your agency to perform searches (extension mirrors, etc.)
 - g. Identify other resources available to your agency to perform searches, i.e. bomb or drug sniffing dogs, robots, etc.
7. Chain of custody requirements. Reference the Division of Forensic Science Evidence Handling and Laboratory Capabilities Guide, November, 2003.

Performance Outcome 1. 3.

Conduct periodic security checks to identify, correct and document any security breaches.

Training Objective Related to 1. 3.

- A. Given a written exercise, identify the procedures for security checks.
- B. Given a practical exercise, demonstrate the procedures for security checks.

Criteria: The trainee shall be tested on the following:

- 1.3.1. The frequency of security checks
- 1.3.2. Examples of equipment to be included in a security check
- 1.3.3. Response to duress alarms
- 1.3.4. Identification of power sources
- 1.3.5. Identify actions to take related to individuals not complying with security requirements or engaging in suspicious activity.
- 1.3.6. Documentation of actions taken

Lesson Plan Guide: The lesson plan shall include the following:

1. The frequency of security checks
 - a. Daily checks
 - b. Regularly scheduled checks per department policy
 - c. Random checks
2. Examples of equipment to be included in a security check
 - a. Security equipment
 - b. Telemonitors (identify restrictions for use)
 - c. Doors
 - d. Locks
 - e. Magnetometers
 - f. Power sources
 - g. X-ray machines (identify safety precautions)
 - h. Duress alarms
 - (1). Be aware of both location and use of all duress alarms
 - (a). Judges bench
 - (b). Staff positions in courtroom (clerk)
 - (c). Judges chambers
 - (d). Court clerk's offices
 - (2). Test alarms periodically to ensure proper function
 - (3). Notify court security station or control room and law enforcement agency prior to a test being conducted.
 - i. Mechanical/electrical/utility rooms or closets
 - j. Environmental control systems, i.e., heating/ac ventilation system
 - k. Document in writing the date and times of security checks
3. Response to duress alarms
 - a. Identify department procedure to respond to duress alarm from each location where a duress alarm is located.
 - b. Practice a response to a duress alarm (instructor may develop an appropriate case scenario for this)
 - c. Document in writing all of the information that should be identified based on an alarm response.
 - (1). Date and time
 - (2). Incident information (parties involved, activities occurring, why the alarm was sounded)
 - (3). Actions of responding deputies (what the deputies did in response and the results of their actions)
4. Identification of power sources
 - a. Identify the importance of knowing where power sources are located and how to disable/reset power.
 - b. Identify how these may need to be used in a security response.
 - c. Identify emergency power sources.
 - d. Identify access panels.

5. Investigate and take appropriate action related to individuals not complying with security requirements or engaging in suspicious activity.
6. Documentation of actions taken on regular security checks
 - a. Date and time
 - b. Locations checked
 - c. Note locations as secure or if breaches are noted and actions taken to correct these

Performance Outcome 1. 4.

Evacuate courtrooms and court buildings in an emergency.

Training Objective Related to 1. 4.

- A. Given a written and /or practical exercise, identify or demonstrate procedures for evacuating a courtroom and court building during an emergency.

Criteria: The trainee shall be tested on the following:

- 1.4.1. Knowledge of the court building layout
- 1.4.2. Secure evacuation of prisoners
- 1.4.3. Evacuation of judges
- 1.4.4. Evacuation of jurors
- 1.4.5. Evacuation of general public and courthouse employees

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify the layout of the court building
 - a. Location of elevators
 - b. Location of stairwells
 - c. Location of all exits
2. Secure evacuation of prisoners
 - a. Remove prisoners from courtroom to nearest holding cell.
 - b. Make efforts to keep male, female, and juvenile prisoners separate.
 - c. Provide security at different points in stairwell.
 - d. Communicate to have vehicles waiting to transport prisoners.
 - e. Move all prisoners to a secure location as soon as possible.
3. Evacuation of judges
 - a. Ensure the judge is safely escorted from the courtroom.
 - b. Escort the judge through their chambers to nearest stairwell/exit and escort from building.
 - c. Provide security for judge while outside the building until the emergency is over.
4. Evacuation of jurors
 - a. Ensure safe egress of jurors while protecting the integrity of the trial proceeding.
 - b. Instruct jurors to remain together as a group while outside.
 - c. Post a deputy with jurors to avoid any contact from the general public.
 - d. Instruct jurors that discussion of the interrupted trial proceeding is prohibited.
 - e. Monitor the jurors while outside until the emergency is over.
5. Evacuation of general public and courthouse employees
 - a. Direct the public and employees to the nearest stairwells/exits.
 - b. Check each floor starting at the top floor and descending to the ground floor or basement (if one exists) to ensure building is empty.
 - c. Communicate with other deputies when a specific floor or area is clear.
 - d. Observe for any unusual circumstances that may help to identify the cause of the emergency during a later investigation.

Instructor Note: Advise trainees that they will need to identify department policy relating to emergency evacuation plans for courtrooms and courthouses.

Performance Outcome 1.5.

Conduct court security procedures with awareness of terrorism possibilities.

Training Objective Related to 1.5.

- A. Complete an approved Public Safety Response to Terrorism – Awareness Level course.
- B. Complete an approved ICS 700 NIMS Introductory training course.
- C. Complete an approved ICS 100 Introductory training course.

Criteria: The trainee shall be tested on the following:

- 1.5.1. Indicators and effects of incidents to include CBRN(E) -- chemical, biological, radiological, nuclear, and explosive devices or weapons -- on individuals and property.
- 1.5.2. Signs and symptoms common to initial victims of a CBRN(E) incident.
- 1.5.3. Define the Incident Command System (ICS)
 - 1.5.3.1. Identify the components of ICS
 - 1.5.3.2. Identify the structure of ICS
 - 1.5.3.4. Identify the purpose of unified command under ICS
 - 1.5.3.5. Identify the role of the first responding patrol officer under ICS
 - 1.5.3.6. Identify communications protocol under ICS
 - 1.5.3.7. Identify the transfer of command by the first responding officer under ICS
- 1.5.4. Explain the purpose of the National Incident Command System (NIMS)
 - 1.5.4.1. Identify the presidential directive related to NIMS

Lesson Plan Guide: The lesson plan shall include the following:

1. Identify indicators and effects of incidents to include CBRN(E) -- chemical, biological, radiological, nuclear, and explosive devices or weapons -- on individuals and property.
2. Identify signs and symptoms common to initial victims of a CBRN(E) incident.
3. Define the Incident Command System (ICS)
 - a. Identify the components of ICS
 - b. Identify the structure of ICS
 - c. Identify the purpose of unified command under ICS
 - d. Identify the role of the first responding patrol officer under ICS
 - e. Identify communications protocol under ICS
 - f. Identify the transfer of command by the first responding patrol officer under ICS
4. Explain the purpose of the National Incident Command System (NIMS)
 - a. Identify the presidential directive related to NIMS

*** Special Note: Completion of the four-hour Public Safety Response to Terrorism – Awareness Level training will accomplish the goals of number 1 and 2 in this lesson plan guide and prepare a trainee to be tested on this topic. Completion of an approved IC700 NIMS Introductory course will prepare a trainee to be tested on NIMS. Completion of an approved ICS 100 Introductory course will prepare a trainee to be tested on ICS. Courses are offered through the Virginia Department of Emergency Management, Virginia Department of Fire Programs, Virginia Department of Criminal Justice Services, and various training academies.**

Performance Outcome 1. 6.

Provide security for juries and sequestered juries.

Training Objective Related to 1. 6.

- A. Given a written exam, identify the procedures for protecting a jury in the courtroom.
- B. Given a written exam, identify the procedure for protecting and monitoring a sequestered jury.

Criteria: The trainee shall be tested on the following:

- 1.6.1. Identify officer positions for protection of jury members.
- 1.6.2. Identify officer positions for securing prisoner to prevent escape or threat to jury.
- 1.6.3. Identify specific requirements for sequestering a jury.

Lesson Plan Guide: The lesson plan shall include the following:

1. Jury protection
 - a. Officers are to position themselves in locations that do not permit the prisoner to make verbal or physical contact with anyone other than his attorney or necessary court personnel.
 - b. Officers are to position themselves behind prisoner in such a manner as to prevent escape or threat to jury or other court personnel.
 - c. Officers accompany a prisoner to bench and witness box.
 - d. Officers should remain alert to body language of prisoner and anticipate potential movements that may signal a physical attack.
 - e. Be prepared to intervene between prisoner and jury members and subdue prisoner when necessary.
2. Sequestering a jury
 - a. Movement of jurors.
 - (1). Arrange transport for jurors in one or two groups with accompanying officer.
 - (2). Ensure safe egress of jurors while protecting the integrity of the trial proceeding, particularly being aware of media personnel who may try to gain access to jurors.
 - (3). Instruct jurors to remain together as a group while outside.
 - (4). Post a deputy with jurors to avoid any contact from the general public.
 - b. Monitoring the jurors.
 - (1). Instruct jurors that discussion of the interrupted trial proceeding is prohibited.
 - (2). Provide for meals as necessary.
 - (3). Post deputies to provide security as needed

Performance Outcome 1. 1.(Jail) and 1.7 (CS) and 1.9 (CP)

Maintain a professional appearance with respect to clothing, grooming, and equipment.

Training Objectives Related to 1. 1. (Jail) and 1.7 (CS) and 1.9 (CP)

- A. Given a practical exercise, the trainee will be inspected to meet academy standards for clothing, grooming, and equipment.

Criteria: The trainee shall be tested on the following:

- 1.1.1. Professional appearance for an officer regarding clothing and grooming.
- 1.1.2. Professional appearance for an officer's personal equipment.

Lesson Plan Guide: The lesson plan shall include the following:

1. Professional appearance for an officer regarding clothing and grooming.
2. Professional appearance for an officer regarding personal equipment.
3. The importance to public perception of professionalism by presenting a well-groomed appearance for clothing and equipment.
4. The importance of establishing departmental esprit de corps by presenting a well-groomed appearance.

Performance Outcome 1. 2. (Jail) and 1.8 (CS) and 1.10 (CP)

Behave in a fair, positive and courteous manner with inmates and the public to develop a trust relationship and positive community relationship.

Training Objectives Related to 1. 2. (Jail) and 1.8 (CS) and 1.10 (CP)

Given a written exercise:

- A. Identify the impact that common courtesy may have regarding the relationship between the local jail and the community.
- B. Identify the requirements for professionalism that impact the deputy's/officer's knowledge, skill, and ability to behave in a fair and positive manner.
- C. Identify the requirement that will assist in developing and maintaining a trust relationship with the citizenry and with inmates.

Criteria: The trainee shall be tested on the following:

- 1.2.1. Reasons to foster a positive relationship between the local jail and the public.
- 1.2.2. Principles that define a profession.
- 1.2.3. Historical evolution of jails in the United States
- 1.2.4. Three elements of the criminal justice system
- 1.2.5. The place of jails and criminal justice in the structure of government
- 1.2.6. The role of ethics
 - 1.2.6.1. General principles of ethics
 - 1.2.6.2. Code of Ethics
 - (1). Deputy/officer behavior
 - (2). Deputy/officer dedication
 - (3). Career development
- 1.2.7. Methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow deputies or officers
- 1.2.8. Positive and negative aspects of discretionary enforcement of laws, policies, and procedures
- 1.2.9. Positive and negative influences of a criminal justice career on a deputy's/jail officer's personal life

Lesson Plan Guide: The lesson plan shall include the following:

1. Reasons to foster a positive relationship between the jail officer/deputy and the public.
 - a. Develop and maintain open communications between the jail and the community
 - b. Reduce fear and mistrust by some members of the public, especially recent immigrants whose experience with jails in other countries has been negative
 - c. Enhance the officer's/deputy's ability to function as effectively as possible in carrying out their daily duties
 - d. Others as may be identified and discussed
2. Consequences that may result from a failure of common courtesy
 - a. Lack of respect on the part of the officer/deputy toward a member of the public has a ripple effect beyond the immediate situation, i.e., the public may fail to call for assistance for an officer/deputy in trouble or ignore reporting a situation in the jail.
 - b. Negative attitudes toward jail officers/deputies in general may develop from the actions of one officer/deputy.
 - c. The jail officer's/deputy's ability to function effectively in carrying out daily duties will diminish should the officer/deputy become known as lacking in common courtesy and respect.
 - d. Others as may be identified
2. Identify principles that define a profession
4. Identify the historical evolution of Corrections and Jails in the United States
 - a. Establishment of Jails
 - b. Oath of office
 - c. Constitution and Bill of Rights
5. Identify the three elements of the criminal justice system
 - a. Courts
 - (1). Federal system
 - (a). U. S. District Court
 - (b). U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4th Circuit – Virginia is in this circuit)
 - (c). U.S. Supreme Court
 - (2). State system
 - (a). Magistrates
 - (b). General District Courts
 - (c). Circuit Courts
 - (d). Virginia Court of Appeals
 - (e). Virginia Supreme Court

b. Law Enforcement

- (1). Federal officers (in general)
- (2). Sheriffs
- (3). Police (local and state)
- (4). Other law enforcement agents

c. Corrections

- (1). Local corrections (jails, detention facilities)
- (2). State corrections

6. Identify the place of jails in the structure of government**7. Define the role of ethics in criminal justice**

- a. Identify two general principles of ethics that may assist an officer/deputy in making ethical judgments
- b. Review the Jail and/or Law Enforcement Code of Ethics and its impact on the following:
 - (1). Officer/deputy behavior on duty
 - (a). Reverence for the law
 - (b). Crime prevention/prevention of rules infractions
 - (c). Respect for the public
 - (d). Impartial enforcement of rules and regulations
 - (e). Attempt to use minimum force necessary to effect an arrest or restrain an inmate
 - (f). Report only the truth
 - (g). Testify only the truth
 - (h). Never use public office for private gain
 - (i). Strive to perform at maximum efficiency
 - (j). Never misuse resources or confidential information
 - (2). Officer/deputy behavior off-duty
 - (a). Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc.
 - (b). Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and similar preferences, illegal gambling and others that may be identified.

- (3). Officer/deputy dedication
 - (a). Self (taking care of you will help you care for others)
 - (b). Family
 - (c). Office
 - (d). Community
 - (e). State
 - (f). Country
- (4). Career development
 - (a). In-service training and specialized training programs and courses
 - (b). Resources for individual efforts
 - (1). Reading professional material related to the job
 - (2). Seeking out other criminal justice training
 - (3). Using educational resources such as college courses
 - (4). Others that may be identified
- c. Provide copies of the Jail Officer's Code of Ethics for signature by trainees.
- 8. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow jail officers/deputies
- 9. Identify the positive and negative aspects of discretionary enforcement of laws, jail rules and regulations
 - a. Positive aspect: Inmates realize that they cannot manipulate a deputy or jail officer.
 - b. Negative aspect: Inmates watching a deputy/jail officer may think his enforcement of jail rules is unfair when the deputy/jail officer allows a prominent citizen who is in jail to have privileges that they may not get.
- 10. Identify positive and negative influences of a criminal justice career on an officers/deputies personal life
 - a. Positive influences include, but are not limited to,
 - (1). Providing a role model to citizens, especially children
 - (2). Saving lives
 - (3). Preventing crime
 - (4). Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights
 - (5). Others as may be identified
 - b. Negative influences include, but are not limited to
 - (1). Constantly facing the possibility of death or serious injury
 - (2). Divorce or strains on family relationships
 - (3). Alcoholism

- (4). Mental health problems ranging from chronic stress to depression with the possibility of suicide
- (5). Others as may be identified

c. Bias

- (1). Define bias.
- (2). Define discrimination.
- (3). Identify consequences of bias based jail, court, or civil process operations.
- (4). Identify consequences of impartial enforcement of jail, court, or civil process service rules.
- (5). Identify methods that a deputy/jail/court security/civil process service officer may use to prevent bias from determining a jail, court, or civil process enforcement intervention.

Instructor Note: Numbers 4 and 5 in the lesson plan guide should provide an overview so that the trainee understands the structure of the criminal justice system and how jail operations fit into this structure. Detailed information on these areas will be provided during legal issues training.

Performance Outcome 1. 3. (Jail) and 1.9 (CS) and 1.11 (CP)

Apply knowledge of the law relating to gambling and identify its impact on professionalism.

Training Objectives Relating to 1. 3. (Jail) and 1.9 (CS) and 1.11 (CP)

- A. Given a written exercise, identify the elements of crime classifications relating to gambling offenses.
- B. Given a written exercise, identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

Criteria: The trainee shall be tested on the following:

- 1.3.1. Define gambling and elements of the crime.
- 1.3.2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.

Lesson Plan Guide: The lesson plan shall include the following:

1. Define gambling and elements of the crime, §18.2-325
2. Identify the impact of how gambling on the job or ignoring inmate gambling undermines the work of professional deputies/jail/court security/civil process service officers.